



## Whipton Barton Federation History Long Term Curriculum Map

At Whipton Barton Federation, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians.

Children in our Reception classes begin to learn the concept of History as they develop an awareness of past events in their own lives. Throughout the year they remember special events such as their birthdays and other significant times such as celebrations at Christmas, Easter, Bonfire Night and Eid. Children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives by thinking about how they are changed since they have been born. In our 'Emergency' topic at the beginning of the year we look and discuss how emergency vehicles have changed over time. We look closely at pictures and discuss together what we can

see that is the same or different and what are the main changes that have occurred over time. For example, when looking at pictures of different fire engines we discovered that people used to have to push them to the fire and then pump the water onto the fire using small buckets. Pictures and objects from the past often fascinate children in the Early Years and offer them a chance to understand the concepts of change and continuity. The History curriculum in Key Stage One and Key Stage Two seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history and in Key Stage 2, is taught chronologically from the first



settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars.

While studying these periods the units explore themes of change and continuity, perspective and power. The units exploring world history have been carefully selected to provide global coverage and introduce a number of themes.





In Year 3, the unit on Ancient Greece introduces key ideas around power and its legitimacy. The Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less

occurring ir

Europe. Whilst in Year 4, children develop their knowledge of Roman Britain before studying the Anglo-Saxons and Scots and ending with the Vikings. In Year 5, the unit on the Benin Kingdom challenge the narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally, in Year 6, the unit on Civil Rights examines the way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter movement. By bringing pupils up to the present day – in the case of Civil Rights and the Middle East – the curriculum demonstrates the importance of past events in shaping the world of today.



Throughout the curriculum, connections and comparison are made between events and individuals: the unit on the industrial revolution exploring the Great Reform Act by taking pupils from the Magna Carta through the changing seat of power in England over the subsequent six hundred years. Pupils are taught the substantive content which defines each period. This knowledge is meticulously planned and regularly revisited and elaborated upon. More abstract concepts, too, are carefully developed so that pupils gain an increasingly sophisticated understanding of, for example, kingship or empire. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised.

Children then apply these skills and knowledge by writing an essay at the end of each unit. In Key Stage 1, children recall significant facts and answer key questions; in Lower Key Stage 2, this progresses into longer Information Texts; in Year 5, children write a persuasive argument; and in Year 6, children write a balanced argument based on what they have learnt.

The curriculum is deliberately ambitious. It challenges pupils to make connections across time and place and sets up pupils for, we hope, a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens of this country and the world.





We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.





Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Reception	Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. Throughout the year they remember special events such as their birthdays and other significant times such as celebrations at Christmas, Easter, Bonfire Night and Eid. Children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives by thinking about how they are changed since they have been born. In our 'Emergency' at the beginning of the year we look and discuss how emergency vehicles have changed over time. We look closely at pictures and discuss together what we can see that is the same or different and what are the main changes that have occurred over time. For example, when looking at pictures of different fire engines we discovered that people used to have to push them to the fire and then pump the water onto the fire using small buckets. Pictures and objects from the past often fascinate children in the Early Years and offer them a chance to understand the concepts of change and continuity.						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Year 1	Place known events and objects in chronological order. (Chronological understanding)  Use common words and phrases relating to the passing of time. (Chronological understanding)		Ancient Egypt  Place known events and objects in chronological order. (Chronological understanding)  Use common words and phrases relating to the passing of time. (Chronological understanding)		Significant Sports Stars  Place known events and objects in chronological order. (Chronological understanding)  Sequence events and recount changes within living memory. (Chronological understanding)		
	Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)  Describe some simple similarities and differences		Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)  Describe some simple similarities and differences		Use common words and phrases relating to the passing of time. (Chronological understanding)  Find answers to some simple questions about the past		





between artefacts.	between artefacts.	from simple sources of	
(Historical Enquiry)	(Historical Enquiry)	information. (Historical	
		enquiry)	
Ask and answer relevant	Sort artefacts from 'then'		
basic questions about the	and 'now'. (Historical	Describe some simple	
past. (Historical enquiry)	enquiry)	similarities and differences	
		between artefacts.	
Talk, draw or write about	Ask and answer relevant	(Historical Enquiry)	
aspects of the past.	basic questions about the		
(Organisation and	past. (Historical enquiry)	Sort artefacts from 'then'	
communication)		and 'now'. (Historical	
	Talk, draw or write about	enquiry)	
Understand key features of	aspects of the past.		
events. (Understanding of	(Organisation and	Ask and answer relevant	
events, people and	communication)	basic questions about the	
changes)		past. (Historical enquiry)	
	Understand key features of	5	
	events. (Understanding of	Relate his/her own account	
	events, people and	of an event and understand	
	changes)	that others may give a	
		different version. (Historical	
	Identify some similarities and	interpretations)	
	differences between ways	<del>*</del> . II I	
	of life in different periods.	Talk, draw or write about	
	(Understanding of events,	aspects of the past.	
	people and changes)	(Organisation and	
		communication)	
		Understand key features of	
		Understand key features of	
		events. (Understanding of	
		events, people and	
		changes)	





			a grow
			Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)
Year	Vile Victorians  Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)  Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)  Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key	The Great Fire of London  Show an awareness of the past, using common word and phrases relating to the passing of time. (Chronological understanding)  Describe where people are events studied fit within a chronological framework and identify similarities and differences between way of life in different periods. (Chronological understanding)  Ask and answer questions choosing and using parts a stories and other sources the show that he/she knows and understands key	Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)  Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)  Ask and answer questions,
	features of events. (Historical enquiry)	features of events. (Historical enquiry)	features of events. (Historical enquiry)





		and growing	
Show understanding of	Show understanding of	Show understanding of	
some of the ways in which	some of the ways in which	some of the ways in which	
we find out about the past	we find out about the past	we find out about the past	
and identify different ways	and identify different ways	and identify different ways	
in which it is represented.	in which it is represented.	in which it is represented.	
(Historical enquiry)	(Historical enquiry)	(Historical enquiry)	
Describe changes within living memory and aspects of change in national life. (Historical interpretations)  Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the	Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)  Use a wide vocabulary of everyday historical terms.	Describe changes within living memory and aspects of change in national life. (Historical interpretations)  Describe significant historical events, people and places in his/her own locality. (Historical interpretations)  Use a wide vocabulary of	
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interpretations)  Use a wide vocabulary of everyday historical terms.  (Organisation and communication)	has found out about the past. (Organisation and communication) Record what he/she has learned by drawing and writing. (Organisation and	Speak about how he/she has found out about the past. (Organisation and communication)  Record what he/she has	
Speak about how he/she has found out about the past. (Organisation and	communication)	learned by drawing and writing. (Organisation and communication)	

past. (Organisation and communication)





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		learned by drawing and		significant people in the	
		writing. (Organisation and		past who have contributed	
		communication)		to national and	
		•		international achievements	
		Discuss the lives of		and use some to compare	
		significant people in the		aspects of life in different	
		past who have contributed		periods. (Understanding of	
		to national and		events, people and	
		international achievements		changes)	
		and use some to compare		Cridinges)	
		aspects of life in different			
		periods. (Understanding of			
		events, people and			
		changes)			
		5.13.1.9.59			
				Ancient Greece	
		Prehistoric Britain	The Shang Dynasty		
				Use an increasing range of	
		Use an increasing range of	Use an increasing range of	Use an increasing range of common words and	
		Use an increasing range of common words and	Use an increasing range of common words and	Use an increasing range of	
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	Year 3	Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)	Use an increasing range of common words and phrases relating to the passing of time.  (Chronological understanding)	Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)  Describe memories of key	
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		an overview of where and	Year 2)
	SSristineanstr Todi Zj	when the first civilizations	





	Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes – Year 6)  Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)	appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. (Understanding of events, people and changes – Year 6)	Speak about how he/she has found out about the past. (Organisation and communication - Year 2)  Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)  Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes – Year 6)	
Year 4	Roman Britain  Place some historical periods in a chronological framework. (Chronological understanding)  Use historic terms related to the period of study. (Chronological understanding)	Anglo-Saxons and Scots  Place some historical periods in a chronological framework. (Chronological understanding)  Use historic terms related to the period of study. (Chronological understanding)	Vikings  Place some historical periods in a chronological framework. (Chronological understanding)  Use historic terms related to the period of study. (Chronological understanding)	





Use sources of information in
ways that go beyond simple
observations to answer
questions about the past.

(Historical enquiry)

Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)

Communicate his/her learning in an organised and structured way, using appropriate terminology.
(Organisation and communication)

Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes – Year 6)

Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
(Understanding of events,

Use sources of information in ways that go beyond simple observations to answer questions about the past.

(Historical enquiry)

Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)

Understand that sources can contradict each other. (Historical interpretations)

Communicate his/her learning in an organised and structured way, using appropriate terminology.
(Organisation and communication)

Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes – Year 6)

Describe a study of an aspect or theme in British history that extends his/her

Use sources of information in ways that go beyond simple observations to answer questions about the past.

(Historical enquiry)

Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)

Understand that sources can contradict each other. (Historical interpretations)

Communicate his/her learning in an organised and structured way, using appropriate terminology.
(Organisation and communication)

Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
(Understanding of events, people and changes – Year 6)

Describe the Viking and Anglo-Saxon struggle for the





	people and changes – Year	chronological knowledge	Kingdom of England to the	
	6)	beyond 1066.	time of Edward the	
	· ·	(Understanding of events	, Confessor.	
		people and changes – Yea		
		6)	(Understanding of events,	
			people and changes – Year	
			6)	
			Local History Study - Exeter	
	Benin Kingdom	Medieval Monarchs		
			Compare sources of	
	Use dates to order and	Use dates to order and	information available for the	
	place events on a timeline.	place events on a timeline	e. study of different times in	
	(Chronological	(Chronological	the past. (Historical enquiry)	
	understanding)	understanding)		
			Make comparisons	
	Compare sources of	Compare sources of	between aspects of periods	
	information available for the	information available for th	, '	
	study of different times in	study of different times in	day. (Historical	
	the past. (Historical enquiry)	the past. (Historical enquir	y) interpretations)	
Year 5				
	Make comparisons	Make comparisons	Understand that the type of	
	between aspects of periods	between aspects of period		
	of history and the present	of history and the present	·	
	day. (Historical	day. (Historical	time studied. (Historical	
	interpretations)	interpretations)	interpretations)	
	Use all a make one all the anti-tile and the second		Fresh rate the constitution of	
	Understand that the type of	Understand that the type of		
	information available	information available	variety of sources. (Historical	
	depends on the period of	depends on the period o	f interpretations)	
	time studied. (Historical	time studied. (Historical	Drosont findings and	
	interpretations)	interpretations)	Present findings and	
			communicate knowledge	
			and understanding in	





		and grown-s	
Evaluate the usefulness of a	Evaluate the usefulness of a	different ways.	
variety of sources. (Historical	variety of sources. (Historical	(Organisation and	
interpretations)	interpretations)	communication)	
Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)  Provide an account of a historical event based on more than one source. (Organisation and communication)	Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)  Provide an account of a historical event based on more than one source. (Organisation and communication)	Provide an account of a historical event based on more than one source. (Organisation and communication)  Give some reasons for some important historical events. (Understanding of events, people and changes)  Describe a study of an	
Give some reasons for some important historical events. (Understanding of events, people and changes)  Describe a non-European society that provides contrasts with British history one study chosen from: early Islamic  civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c.	Give some reasons for some important historical events. (Understanding of events, people and changes)	aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)	





AD 900-1300.				
(Understanding of events,				
people and changes – Year 6)				
Industrial Revolution	Civil Rights		·	
Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)  Understand how our	devise historically validations about change cause, similarity and difference, and significance. (Historical enquiry)  Construct informed responses that involve thoughtful selection and organisation of relevation information (Historical enquiry)	d	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)  Understand how our knowledge of the past is	
knowledge of the past is constructed from a range of sources. (Historical enquiry)  Make confident use of a variety of sources for independent research. (Historical enquiry)	knowledge of the pas constructed from a rang sources. (Historical enqu Make confident use o variety of sources fo	e of ry) a	constructed from a range of sources. (Historical enquiry)  Make confident use of a variety of sources for independent research. (Historical enquiry)  Describe a chronologically	of ()
	Industrial Revolution  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and  significance. (Historical enquiry)  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)  Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)  Make confident use of a variety of sources for independent research.	Industrial Revolution  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and  significance. (Historical enquiry)  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)  Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)  Make confident use of a variety of sources for independent research.	Industrial Revolution  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and  significance. (Historical enquiry)  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)  Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)  Make confident use of a variety of sources for independent research.	Industrial Revolution  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)  Construct informed responses that involve thoughtful selection and organisation of relevant historical enquiry)  Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)  Make confident use of a variety of sources for independent research. (Historical enquiry)  Idderstand how our sources for independent research.  Wilderstand sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical equiry)  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  (Historical enquiry)  Make confident use of a variety of sources for independent research.  (Historical enquiry)  (Historical enquiry)  Make confident use of a variety of sources for independent research.  (Historical enquiry)  (Historical enquiry)





Describe a chronologically	Describe a chronologically	understanding of British,	
secure knowledge and	secure knowledge and	local and world history,	
understanding of British,	understanding of British,	establishing clear narratives	
local and world history,	local and world history,	within and across the	
establishing clear narratives	establishing clear narratives	periods he/she studies.	
within and across the	within and across the	(Understanding of events,	
periods he/she studies.	periods he/she studies.	people and changes)	
(Understanding of events,	(Understanding of events,		
people and changes)	people and changes)	Note connections, contrasts	
		and trends over time and	
Note connections, contrasts	Note connections, contrasts	show developing	
and trends over time and	and trends over time and	appropriate use of historical	
show developing	show developing	terms. (Understanding of	
appropriate use of historical	appropriate use of historical	events, people and	
terms. (Understanding of	terms. (Understanding of	changes)	
events, people and	events, people and		
changes)	changes)	Describe a local history	
		study. (Understanding of	
Describe a local history	Use evidence to support	events, people and	
study. (Understanding of	arguments. (Understanding	changes)	
events, people and	of events, people and		
changes)	changes)	Use evidence to support	
		arguments. (Understanding	
Use evidence to support		of events, people and	
arguments. (Understanding		changes)	
of events, people and			
changes)			